

Camping

Magazine

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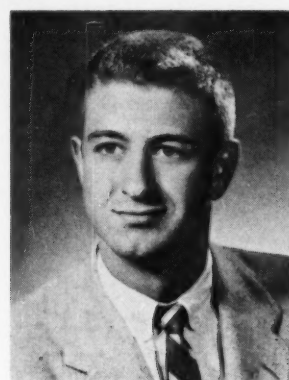
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- PINE FLOOR SOAPS
- WATER TREATMENT CHEMICALS
- AND DOZENS OF OTHERS

CESSPOOLS AND SEPTIC TANKS

Conditions

- ☐ Need cleaning
- ☐ Have odors
- ☐ Grease and sludge
- ☐ Tree roots
- ☐ Slow drainage
- ☐ Broken tile lines

TOILET AND SHOWER ROOMS

Conditions

- ☐ Athlete's foot
- ☐ Odors
- ☐ Need better sanitation
- ☐ Floor requires painting
- ☐ Yellow toilet bowls
- ☐ More safety factors

GARBAGE DISPOSAL

Conditions

- ☐ Flies
- ☐ Odors
- ☐ Better disposal needed
- ☐ Rats and mice
- ☐ Need new screened unit
- ☐ Better garbage can sanitation

KITCHEN AND DISH WASHING

Conditions

- ☐ Spotted floors
- ☐ Film on dishes and glasses
- ☐ Flies
- ☐ Silver tarnished
- ☐ Dishwashing machine full of lime
- ☐ Dishes stained

MESS-HALL OR DINING ROOM

Conditions

- ☐ Chairs and tables need varnishing
- ☐ Dirty floors
- ☐ Flies and mosquitoes
- ☐ Floors need varnishing
- ☐ Poor cleaning methods
- ☐ Require revamping of seating arrangements

ROOMS—BUNKS—SLEEPING QUARTERS

Conditions

- ☐ Floors in poor shape
- ☐ Flies and mosquitoes
- ☐ Mice
- ☐ Windows dirty
- ☐ Toilets in poor shape

FLOOR SANITATION

Conditions

- ☐ Get too dusty
- ☐ Need quicker mopping method
- ☐ Need varnishing
- ☐ Imbedded grease
- ☐ Should use a sweeping compound

SWIMMING POOL—BATHING FACILITIES

LAKE

Conditions

- ☐ Algae
- ☐ Poor chlorination
- ☐ Water does not give test
- ☐ Weeds in lake
- ☐ Pool walls need painting

DRINKING WATER

Conditions

- ☐ Hard water
- ☐ Poor chlorination
- ☐ Sulphur in water
- ☐ Water contains iron

POISON WEED CONTROL

Conditions

- ☐ Poison ivy
- ☐ Poison oak
- ☐ Poison sumach

INSECT AND RODENT CONTROL

Conditions

- ☐ Flies and mosquitoes
- ☐ Mice or rats
- ☐ Roaches or ants
- ☐ Moles
- ☐ Squirrels
- ☐ Bats

MISCELLANEOUS

Conditions

- ☐ Poor tennis court
- ☐ Roofs in poor condition
- ☐ Stable sanitation required
- ☐ Dusty roads

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Camping Magazine

LETTERS FROM READERS

Hedley S. Dimock Memorial

Many of us in the Chicago Section feel that the name and memory of Hedley S. Dimock should be memorialized at our National Headquarters. We believe that many ACA leaders in other Sections feel likewise, for his leadership and inspiration reached into many parts of the country. The Chicago Section Board has asked me to contact other ACA Sections and to serve as the coordinator of the Hedley S. Dimock Memorial Fund.

ACA members may not realize that the channels for this kind of memorial have already been set up and are waiting for us to make use of them. At the time of Ray Bassett's untimely death, shortly after his leadership saw the completion of our National Headquarters building, the National Board established the Ray Bassett Memorial Plaque and placed it in the foyer of the building. This plaque has room for 10 or more names of people whom Sections or others wish to honor at ACA Headquarters. If \$250 or more is contributed, names can be added and the proceeds kept until the National Board uses them "for further development of the building project." So far, the name of Mary Farnum has been added in this way.

All Sections or individuals who would like to see Hedley Dimock honored in this way may send contributions to Chicago Section, ACA, 123 W. Madison St., Chicago 2. All contributors will have their names recorded in the Book of Shareholders at Headquarters. When the total gifts reach \$250, Dr. Dimock's name will be placed on the plaque in permanent recognition of his great contribution to camping.

Theodore Cavins
Lake Forest College
Lake Forest, Ill.

Prevent Snow Damage

Having seen the damage to many camp structures this past winter and realizing that the early snowfall this year indicates heavy roof loads, we earnestly suggest that camp directors have their caretakers place temporary snow load poles in those buildings whose roofs will not carry the excessive weight of ice and snow.

Larger buildings can be cabled at plate height to prevent wall spread and consequent collapse of roofs.

Cable of $\frac{3}{8}$ to $\frac{1}{2}$ inches, fastened to eye bolts and slack taken up by a turnbuckle, can be removed in the summer. These precautions will give camp operators winter peace of mind.

William V. Dworski
Camp Consultant
New Haven 15, Conn.

Winter Training Program

Success of a camp waterfront program may be appraised by observing the enthusiasm, interest and attitude of campers. These responses are not gained spontaneously but rather reflect the knowledge, skill, ability and understanding of the counselor.

To better insure development of qualities deemed necessary for counselors at YMCA Camp Ta-Wasi, a winter in-service training program was designed to familiarize everyone with YMCA camp philosophy and equip them with necessary skills for crafts, waterfront and campfire activities.

After general orientation, the waterfront in-service training program started in late winter and lasted six to eight weeks. Meetings were held weekly at the YMCA for two to three hours.

Each person received first aid instruction from a highly skilled instructor. Course material was presented through lectures, demonstrations, discussions and practical laboratory experience. A certificate of merit was awarded to all who successfully completed the course.

Water safety skills were presented at the pool immediately after the first aid session. Techniques of life saving, swimming instruction and artificial respiration were introduced.

For instruction in small craft, a counselor's handbook was used. This mimeographed manual consisted largely of drawings adapted from Red Cross sheets, and presented canoeing terminology, safety procedures and fundamental canoeing strokes.

Those individuals hired as counselors were given a brief review session just before opening of camp.

Careful training of counselors to implement the waterfront program proves itself in the popularity of aquatic activities among campers and favorable comments from parents.


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Decentralized Camping — A Handbook

By Lois Goodrich, Association Press, 291 Broadway, New York 7, \$4.75.

The author translates her wide experience in decentralized camping into a how-to book, answering the problems faced in this way of camping. It is written for the directors considering the decentralization of a conventional camp or person planning to



initiate a camp. Chapters cover selection and training of staff, camp program, nutrition and health, shelters, waterfront, budgets, maintenance.

Pathways to Understanding — Outdoor Adventures in Meditation

By Rev. Harold E. Kohn, Wm. B. Eerdmans Publishing Co., 252 Jefferson Ave. SE, Grand Rapids 3, Mich., \$3.

The purpose of this series of essays is to translate the author's knowledge of and reverence for nature into a better understanding of ourselves and our Creator. Each article is a parable based on some experience enjoyed in field, woodland or by lakeside.

Pocket Field Guide to Trees

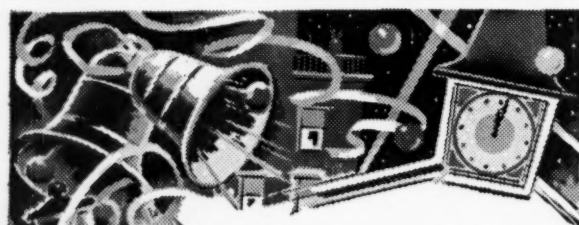
By William C. Grimm, The Stackpole Co., Harrisburg, Pa., \$1.50.

Pen sketches of leaf or needle, flower, fruit or seed, twig, bud and bark of over 100 trees make identification easy with this guide. These illustrations are from the more detailed reference volume, "The Book of Trees."

Pocket Field Guide to Animal Tracks

The Stackpole Co., Harrisburg, Pa., \$1.50.

The book is divided into two parts: Small Game and Big Game. Each page shows a picture of the animal and his tracks and gives a brief de-



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CAMPING

scription for identification, range, food, habitat and breeding. A few pages are provided at the back of the book for field records and notes.

Family Guide to Teenage Health

By Edward T. Wilkes, MD, The Ronald Press Co., 15 E 26th St., New York 10, \$4.

A physician gives information and advice on the health and emotional problems of the years between 12 and 20. Written in layman's language, the chapters cover medical advice on hygiene, diet, exercise and sleep, as well as what can be expected in growth and development.

Grounds Maintenance Handbook

By Herbert S. Conover, F. W. Dodge Corp., 119 W. 40th, New York, N. Y., \$10.95.

Intended as a guide to the most important aspects of grounds maintenance and the "know-how" for performing the necessary tasks, this book covers the planting and care of turf, trees and shrubs, equipment, insect and weed control, soil erosion, and maintenance of roads and recreational areas.

Collecting, Preserving and Studying Insects

By Harold Oldroyd, The MacMillan Co., 60 5th Ave., New York 11, \$5.

A description of the equipment and methods for building a collection of insects, this book is intended both for the beginner and as a permanent reference work. Part of its purpose is to point out errors to be avoided, as well as that which should be done by a collector.

The Handbook of Camp Maintenance

By Alan Nathans, Association Press, 291 Broadway, New York 7, at \$7.95.

This 8½ by 11 inch, loose-leaf bound book is written for camp directors, head counselors and maintenance staff. Its purpose is to present program and directions for maintenance in camp which does not require skilled and licensed artisans. It covers procedures for opening and closing camp, daily chores, and integration of maintenance staff with program.

Camping Magazine, February, 1959

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EDITOR AND PUBLISHER: Howard Galloway.

EDITORIAL STAFF: Marjorie Hicks, Managing Editor; Nancie Bray, Assistant Editor.

ART DIRECTOR: John S. Hicks

CIRCULATION STAFF: Viola Johnson, Subscription Supervisor.

ADMINISTRATIVE STAFF: Irene DaCosta, Agnes Burfeind.

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DECENTRALIZED CAMPING

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Lois Goodrich

For those who wish to explore and adopt the small-unit camp programming approach, this book is a specific, practical guide prepared by the executive director of Trail Blazer Camps (formerly Life Camps). Miss Goodrich shows how the decentralized camp is administered, how leaders are trained, how camper health and safety are insured, and how small-group camp living actually develops. \$4.75

HANDBOOK OF CAMP MAINTENANCE

Alan A. Nathans

All-in-one guide and checklist to maintenance programs and procedures for camp equipment, buildings and grounds. Covers all details of maintenance which do not require employment of skilled help: opening of camp, roads, athletic fields, buildings, waterfront, kitchens, forms, inventories, purchasing, many others. Durable, convenient loose leaf binding makes this a real work book. \$7.95

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Camping Magazine, February, 1959



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Let's Take a Look at

Our Major Concerns

By Theodore Cavins

A SHORT TIME AGO, in preparation for a talk I was asked to make, I set down nine facets of camping with which all of us are concerned. The nine facets are: buildings and physical development of the camp, enrollments, administration, learning of skills, development of the American Camping Association, staying solvent, assembling a good counselor staff, passing on to campers the heritage of the out-of-doors, and helping campers form attitudes, ideals and habits that will sustain them.

I came to the conclusion that six of these facets are really "minors," in terms of the amount of non-routine time and creative thought required on the part of the camp administrator, and that only the last three named should really be considered "majors."

(Editors note: Space does not permit inclusion of Mr. Cavins' reasons for assigning six facets to the "minors" classification. It should be noted however, that he does not equate "minor" with "unimportant," but only with "less important" than those items he lists as "majors.")

Now what are the major areas of concern for camp directors? Where should we apply most of our blood, sweat, and tears?

First, in assembling a good counselor staff, I am sure there is no argument about this being our top problem, so let's analyze it and see what

can be done about it. Why do we have trouble getting good counselors? I will mention several reasons and will suggest what, if anything, can be done about them.

Finding people with the right attitudes, ideals, and mind-set to live well with children in camp is one of the problems. Perhaps there are as many of these people of stable emotions and sound character as ever, but they are being sought by more camps, and therefore fewer are available for each camp. At any rate many of us are plagued by the drinking problem, the restlessness that considers the camp environment too confining, the inability to adjust from modern college life to the camp setting.

One answer may be to promote camp counseling among groups that are already inclined our way—the teacher-training students, the seminaries, the social service oriented groups. Dr. Arthur Selverstone, in the January 1957 *Camping Magazine*, suggested ACA nationally and locally dedicate itself to this job by every Section contacting colleges within its area. The ACA Board has gone on record as putting Leadership at the top of its priority list, although the initial emphasis is on the training aspect rather than propaganda and promotion.

Another answer is turning to older staff, which brings other problems. A third is to realize that counselors are more like campers than we used to admit, with problems we have to

Good

Counselors

Camping

Out-of-doors

Leadership

Toward

Spiritual Growth

give time to and help them solve. This means more orientation and training, more tolerance, more efforts to meet their needs at camp by providing recreation, refreshment, time off, etc.

Another reason for staff problems is our inability to compete financially with jobs in other lines. One answer is to pay bigger salaries, which we are doing every year. Inevitably, a

should have a chance to continue in their summers at camp.

It is a sound principle of education that we start where our youngsters are, but we are not doing our job adequately unless we expand their interests and introduce new fields. The challenge to us is to make these real camping experiences available to all our campers in a way that the pioneering values permeate their lives

wilderness area which we could once camp in, we must buy or lease land, or ally ourselves with national or state forests, the agencies that have land available for such use.

Administratively, our camp must be set up to make this kind of small group camping easy and fun, free of as much red tape as possible. With all barriers removed, our campers will continue to get the deeper benefits.

Pass on to campers the heritage of the out-of-doors and pioneering experiences with woods, lakes, rivers.

larger chunk of our budget will have to be devoted to counselor salaries than in the past.

Another answer is to employ married staff; a husband and wife will work for a combined salary considerably less than the two separate salaries of equally qualified individuals. This suggests the economy of brother-sister camps, or co-ed camps, and it is my opinion that such are sound ideas from every angle, the angle of staff being a strong one.

A third reason for staff problems is inadequacy in the skills of camping. This is one we can cope with more readily as individuals and as a profession, through providing opportunities for training. Our ACA has made a start through Campercraft Certification courses.

In concluding this discussion of counselor problems, I would like just to mention a few more angles to consider: Keeping those counselors that we have by meeting the needs that tend to lose them such as housing for families; growing counselors from our own staff by CIT programs that keep them coming up and back; using more teachers who have summers free and have the basic educational background.

Heritage of Outdoors

The second major area toward which we should direct our energies is *passing on to our campers the heritage of the out-of-doors*, the pioneering experiences connected with the woods, lakes, rivers, and all that goes with them. I don't mean to depreciate the importance of tennis, baseball, riding, sailing, and the many other sports that youngsters love and

and affect their characters, for I am convinced there is a special value here that our twentieth century boys and girls are getting less of every decade.

It is a challenge we have not met adequately in our camp. It is easier for camper, counselor, and administrator to eat in the dining room, sleep in the cabins, use the in-camp facilities of urbanized recreation than to take canoes and tents and pack-sacks out on a three-day trip where wind and rain and mosquitoes add to life's discomforts. My point is that it takes thinking, planning, energy, and promotion from the top to see that a camp meets this important obligation to campers. It won't happen otherwise.

How do we do it?

First, we must be convinced that it is very important. Then we have the first prerequisite for convincing campers and counselors of the value of this wilderness heritage. Then we must select counselors who are intrigued by this phase of their job and don't grumble if they are taken off the baseball field, counselors who come with the idea that this is one of the most important contributions camp can make. Proper equipment is necessary, so campers and counselors can be dry in rain, free of mosquitoes in tents, eat well as they cook their own food. In other words, we don't need to create unnecessary hardships and discomforts for these experiences, and we must be ready to invest money in this phase of camp as readily as in the buildings and tennis courts.

Places to go and places to camp must be worked out. As summer homes take up more and more of the

Too many of us are following the lines of least resistance and denying our campers values that come from greater self-reliance, combating natural forces, enduring supervised hardships, and doing without some of the luxuries of the city. We won't get out of this rut unless we work hard at it and make it one of our top priorities.

Spiritual Growth

The third and last major area we must concentrate on, in my opinion, is *helping our campers form attitudes, ideals, and habits that will sustain them*. Some would call this helping our campers get a deeper faith in God, a finer spiritual growth. In many instances this could be referred to as restoring their souls.

One of my favorite books 30 years ago, about the time I entered organized camping, was *Skookum Chuck* by Stewart Edward White. It told of a tired, dissolute young man, whose father's fortune was his own misfortune, who wandered around San Francisco looking for some new diversion. He was intrigued by a sign on a door, "Dr. Anaxagoras, Healer of Souls," and he went in out of curiosity, telling the doctor that he wanted his soul healed. The doctor accepted the case, with a fee of \$10,000 payable only if the young man agreed that his soul was healed.

Then follow 10 chapters, each one telling an adventure in the woods of Vancouver Island, real camping adventures, with felling trees, catching fish, encountering storms, enduring hardships—and the young man comes out of the woods two months later with a soul restored.

The story is not new, but we have more young people whose souls need healing now than ever before. In an issue of the *International Journal of Religious Education*, a year or two ago, Lowell Hazzard wrote in an article entitled "Meet God Out-of-Doors": "Modern life is out of touch with reality. The blaring juke-boxes and television sets, the rushing cars on concrete highways, the neon lights flashing their raucous messages, the cheap entertainment of the movie house, the incessant dinning of the drums of war, all these try to tell us that they are life, that we must adjust ourselves to them, if we would find the secret of successful living. Increasingly we do that, and increasingly life disintegrates."

This problem of attitudes, ideals, and habits is a universal one, shared by education, the home, the church, and many other agencies. It is likewise universally agreed that we aren't doing very well, and that includes us at camp. I used to take these gains for granted, feeling they would be the automatic result of going from the temptations of the city into the woods and the cleaner associations of camp. While that is true to some extent, I now feel that working and planning for these desirable results must be my greatest concern.

Immediately we all realize that the extent to which these life-sustaining ideals and attitudes enter the lives of our campers depends above all on our

tual viewpoints. That is for the sectarian camp with religious affiliation." This viewpoint is as unhealthy as feeding our campers nothing but candy bars. They come to us needing bread, and we must not give them stones. I do not mean, of course, to meet these needs through sectarian ways in a non-sectarian camp; but I do mean giving much thought to providing wholesome food for the hungry souls of our campers.

How can we do it? There are as many different answers to that question as there are trees on our camp site. Our minds are individually fertile in providing the answers, if we set our minds to them. However, to be concrete, I will suggest a few.

Let's start with the director. His ideals, attitudes, and habits will naturally have more influence than his words or those of any other individual in camp. He must see that this concern is expressed in the objectives of the camp. He must set the moral and spiritual tone.

Facilities play a part. Have we taken the time and effort to provide as good a chapel as we have a waterfront? Have we included a library in our building program, where quiet reading is possible? Have we thought of conversation areas, prayer nooks, meditation trails, inspiration points? Have we invested in music, books, and such materials related to the esthetic and the spiritual in proportion to their need, or have they been

ing content. Attitudes toward other races and religions can be affected, especially if the selection of staff and campers has included persons of diverse backgrounds.

None of these is new to you, and I have just suggested the breadth of our opportunity. Actually, these purposes can permeate all activity and not be pious or religious in a way that would turn a camper against them. A veteran schoolmaster was asked how he taught religion in his school: "We teach it all day and all night: in mathematics by accuracy, in language by learning to say what we mean, in history by humanity, in geography by breadth of mind, in handicraft by thoroughness and creativity, in astronomy by reverence, on the playground by fair play, by kindness to animals, by good manners to one another and truthfulness in all things."

This applies equally to our teaching in camp. Neither do I mean for this major objective to alter by one mite the importance of pure fun in the camp. A camp isn't a good camp if it isn't fun, for fun and happiness are character builders of the best kind in themselves.

Benjamin Fine in his recent book 1,000,000 *Delinquents*, says, "There is no such thing as a 'born' bad boy . . . There is, however, the unhappy boy. And if you scratch the surface of the bad boy, you will find an unhappy child."

Help campers form attitudes, ideals and habits that will sustain them and foster finer spiritual growth.

staff—above all except the director's concern for them in selecting, training, and working with his staff.

We also realize that the wilderness trips and small group trail camping that I have called a second major need for emphasis are very influential in the formation of these attitudes. My three majors are somewhat overlapping, therefore, and achieve their parallelism only in their demand for top priority in the camp administrator's thoughts, time, energy and concern.

Perhaps we have been saying in the past, "We are non-sectarian. It isn't our job to inculcate moral and spiri-

left out in favor of sports equipment?

If staff and facilities are provided, real achievement of the goals depends on program. From one group I have heard of a morning "thought-for-the-day" plan, with activities following from this daily "thought" which tend to make it more meaningful. Daily assemblies and chapel services are used in some camps. Bulletin boards, newspapers, camp fire programs, story hours can be instruments for achieving these goals. Music and dramatics can have an uplifting and spiritual influence if they follow the best principles. Special programs and special days can have character-build-

Yes, the happiness which camp gives to boys and girls is a great help in restoring their souls. So are the green pastures and the still waters and the many other deep and lasting experiences that a dedicated camp director and his staff can build into a camp to enrich the lives of the campers. This is what counts most in camping.

—Based on a talk to the New England Camping Assn. Mr. Cavins is the director of Camp Mishawaka, in Minnesota, and immediate past president of the American Camping Assn.

How Surfboards Can Spark



Camp Illahee Photo

Your Aquatic Program

By Everett Leedy

ADVANCED swimmers often look for more challenging water-front programs. Perhaps your campers will be intrigued by a surfboard ballet. Many beautiful water show routines may be developed by using surfboards on pool or lake with dance techniques such as ballet, modern dance and slow, graceful acrobatic stunts. Music, simple costumes and spotlighting for night shows add much to the effectiveness of such programs.

The surfboards used should be large enough for a performer to stand up comfortably and to walk four or five steps. For increased stability, the wide end of one surfboard may be placed across the center of another, forming the letter "T." Walking must be done in a straight line with each foot placed directly in front of the other. Fast or jerky motions are to be avoided, for they may throw the performer off balance.

Any group of camp counselors would very likely have at least one or two persons interested in ballet, modern dance or acrobatics. They can devise graceful methods of getting on and off the board in deep water and changes of position. Good posture practice should be stressed throughout. Coordination in the show is achieved by developing individual skills and then fitting them into smooth routines for the group.

Most of the routines are performed without the performer getting wet, but they may be varied by rolling off the side of the board backwards, and sinking into the water. This is done either with both legs straight, one foot at the other knee, or in split style—one leg straight out in front and the performer's face down, and the other leg straight out behind. One variation is with the performer lying back with feet in the water on one side of the board and head in the water on the other for a few seconds, then raising one leg with just enough momentum to clear the board and allow both feet to enter the water simultaneously, legs at a 90-degree angle to each other.

Mounting the board feet first, face down, may be done in a manner similar to a somersault over a horizontal bar, started by hanging on the board with the hands.

Among the standing figures, the arabesque is especially pretty. The performer stands on one leg and arches the other behind the body, trunk tilted. The movement begins with one leg rising in front and swinging around to the side and back into arabesque position. Another method is to turn one leg to the side, bring the knee up high and let the foot come up the side of the other leg. Then without lowering the raised

knee, the foot is extended back into the arabesque position.

Head stands, hand balancing, elbow stands and somersaults are acrobatic stunts which may be done successfully on a surfboard.

Alternate, unison or sculling types of arm strokes may be used. High recovery strokes, with water dripping from the hands, make an interesting spray pattern under spotlights at night.

Skits or plays based on fairy tales, native folk tales, comedies and light dramas can be adapted for use on surfboards. Music to accompany routines may be waltz, classical, oriental or modern selections.

A calm water area for staging a show may be quickly improvised at a big lake front by anchoring lines of loaded small craft, such as canoes or row boats, to outline the area. Circle, square and star arrangements of the boards may be used to add interest to the routines.

—Mr. Leedy is on the staff at Camp Illahee, Brevard, N. C. His home address is Route 4, Box 301-E, Orlando, Fla. He will be glad to answer questions on the routines or on the specifications and sources for surfboards of the type described.

ORGANIZED summer camping is undergoing a period of rapid change and growth. Good camps continue to develop and prosper. More organizations than ever before are considering an extension of program through camping. By the end of the next decade some analysts expect total enrollments to expand almost to the point of doubling. To accommodate up to four million additional youngsters by the 1970's, new camps will be needed and existing ones expanded.

The reasons for this movement, aside from a now established acceptance of camping's educational role, lie in our present-day economic and population trends. Yet it is these same factors which force new consideration in camp development during this unique period of growth for organized camping.

Early summer camps were simplicity itself. Facilities could be rustic, requirement were few. Appropriate land was plentiful, inexpensive and easily developed through local labor. These small beginnings have grown with the changes of the half century to a point of new dimension.

Today good camping sites are more difficult to find. Our most remote corners, increasingly accessible from urban centers, have become everyman's vacationland. Land values have multiplied. High camping standards have evolved through professional effort. Legislation and parental expectation have further institutionalized summer camps. This is not to say that camp life itself need become institutionalized. Informed directors are well aware of the challenge of keeping camp "the simple life" that for so many is camping, while everything else in our culture moves towards increasing complexity in organization.

Starting a new camp today becomes a complex enterprise. It involves creating and providing for all the functions of a complete and dynamic community.

Faced with these developments, a prime matter to both individuals and agencies about to move into the present camping picture is that of site selection and development. Is it better to acquire an established, or partially-established situation, or build from the ground up?

There are many who advise against developing a completely new camp. Since ultimate program objectives must often be compromised to budget and other factors, and an increasing number of established or modi-

fiable facilities are now becoming available, a realistic approach to this question demands careful analysis of their point of view. There are many advantages to acquiring well-established facilities:

1. It is quite possible that the available operating camp has a value far in excess of the purchasing or duplicating price. Present day camp building costs are high, having increased as much as 500% since 1940, and a favorable purchase price may become available.

2. To successfully build a modern camp demands the most careful planning, intricate coordination, great energy and time that may be quite valuable. Taking over an operating facility reduces such problems. The first few tedious years are bridged to immediate and complete operations.

3. If located in a desirable camping area, the actual site is probably much more appropriate than might otherwise be obtained. Earlier camps had their pick of sites, and to find equivalent locations today requires going further afield and paying heavily.

4. The completely equipped, previously successful camp stands a better chance in financing as well as future success.

Acquiring established facilities

might generally be considered the safer and quicker way of starting a camping program. In evaluating situations, aside from personal standards and objectives, it is important to consider the desirability of location and site, the appropriateness and condition of facilities and equipment, and, most important, the camp's potential for growth in harmony with the best in modern camping.

Building a camp has great initial appeal. There is the challenge of starting anew, utilizing every resource and creating along lines of one's own thinking. If time is not a vital factor, the extent of final development need be controlled only by finances and the limits of imagination. The advantages of building include:

1. Layout and construction can be in terms of primary goals, with every facility appropriate to its intended purpose.

2. If there has been no compromise in site selection, there is opportunity to take full advantage of the latest thinking on camp planning and programming.

3. Having only new buildings and modern equipment, the problem of excessive maintenance is minimized.

4. Planning for growth over a period of years, along lines of pro-

NEW CAMPS — BUY OR BUILD ?

gressive development, can be a less expensive means of beginning a camping program. Only immediate necessities are required during the early stages.

5. There can be hidden pitfalls in an established facility. The effects of inaccurate appraisals, misrepresentation, poor lay-out or reputation are often difficult to overcome. More than a few camps, once ideally located, are today sandwiched between commercial distractions or parted down the middle by a highway.

6. To build a new camp is to have a dynamic program. Campers will be eager to participate in development. The program, unencumbered by prior precedent or obsolete facilities, provides full opportunity for innovation and freedom of expression. Camp spirit is further welded through the common experience of building and growing together.

The implications of building anew on a fresh site may be both exciting and overwhelming. After judging the true magnitude of anticipated problems, allowing also for those unexpected ones, your capacity for dealing with them then becomes the issue.

Make Specific Comparisons

In evaluating, it will be necessary to make specific comparisons of site availability and local building costs against obsolescence and maintenance factors. What camps and sites are available within the desirable limits of the area? How important is time, and what is the degree of financial support? Can you afford to develop a site progressively? Is the leadership capable of such a specialized undertaking? Some compromise is always necessary, but on what factors can there be no compromise? A review of objectives and philosophy might well be a powerful stimulus to decisions at this point.

The final decision—to buy or build—lies in your ability to meet these problems. Building from the ground up is far more difficult now than ever before and acquiring organized facilities may be the only realistic approach in your situation. However, this point of view should not be accepted without complete analysis in terms of long-range objectives. By moving into a ready or partially-ready situation you could be trading the future for immediate operations. If such compromise were on a large scale, camping—"good camping"—would grow stale while at the very threshold of unprecedented growth and acceptance.

—Mr. Klinger is Assistant Director, Camp Arcady, Lake George, N. Y.

Keeping in Touch With Alumni PAYS DIVIDENDS

It takes planning and a bit of system to keep track of alumni. Without adequate records and filing systems, they have a way of getting lost.

By J. Halsey Gulick

ONE OF THE joys of being a camp director is correspondence with alumni. However, this will not just happen. It takes planning and a bit of system to keep track of them. Without adequate records and filing system, alumni have a way of getting lost as they move from place to place. It is particularly hard to keep in touch with girls, as they not only move but also change their names.

We have found it wise to have a card index file with allowance for unlimited expansion. If a system is being started for a small new camp, remember that the camp may become larger and the alumni list will grow with it. There may come a time when there must be room for four or five thousand names, or even more.

A Diebold revolving wheel file works well for our system. This will hold about 5,000 four-by-six-inch cards. Each card lists the alumnus' present name and address, maiden name, if female and married, age, schools and colleges attended, parents' names and address, names of brothers and sisters, years attended camp and outstanding camp records.

This filing wheel is the basis of our alumni records. We keep a letter folder for a few years after campers are through camp and then throw the letter file away and rely entirely on the card. Our records would become too cumbersome if we kept letter folders for all who have attended camp.

Each year we send our alumni three or four newsletters giving alumni marriages, engagements, births of children and other news items of general interest. Besides the newsletter,

we also send our annual booklet and other printed information. Most of the material is sent third class with request for post office form no. 3547 on the envelope. (This is a request for notice of a new address. In the lower left corner of the envelope type "Form 3547 Requested." In the upper left corner put return address and "Forwarding and Return Postage Guaranteed.")

When alumni move, the material is returned to us with the forwarding address. It doesn't always work, but it helps. When material is returned with the notation "Moved, left no address," we use other methods to track them down. We write parents, schools, colleges, brothers and sisters and any other source suggested. It takes a lot of work but it is worthwhile.

If you are sending out a large amount of mail, it saves a great deal of time to have an addressograph machine with a plate for each alumnus. When there is a change in address, a new plate is made and the name and address are printed on the filing card from the plate. In this way the file and address plates are always the same.

When we started the present system about 10% of our campers were children of alumni. Since then, the percentage has steadily grown so that now about a third of our campers are either children or grandchildren of alumni. We are starting on the great-grandchildren and this number is going to grow very rapidly in the next few years.

—Mr. Gulick is Director of The Luther Gulick Camps, South Casco, Maine.

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THE FRESH ENTHUSIASM of youth is a perfect setting for developing great creative power. Young people cannot be separated from society, but the difficulties they sometimes meet should be welcomed and the struggle to learn should be thought of as stepping stones to their contributions to society. If our young people lack the spirit to explore or experiment and live on borrowed materials, ideas and ready-made conceptions, we will be lost, because someday we will lose even the capacity to borrow.

Through leadership, encouragement and fun in doing, children can learn the inner satisfactions and sense of accomplishment that come from creative experience. As children become acquainted with their thoughts, they use objects and materials to express them.

What makes an experience creative? Creativity is primarily a point of view, a feeling about something such as one's home, family, a bird or a tree, and a way of responding to these things in one's environment. To be creative calls for willingness to experiment; willingness to be independent; and willingness to express oneself.

We are almost completely surrounded by physical environment made by man—beautiful highways, clover-leaf turns, skylines, tall glass buildings, beautiful houses and polished lawns. When our senses are not developed we walk through our environment shrouded in a fog. Appreciation cannot be taught—it must be felt.

A camper must identify himself

with the subject matter that is to be appreciated — newly found colored stones, beautiful spring flowers. To appreciate something one must receive an impression.

A leader should not permit situations in which children play with materials and expect praise for everything. Creation demands sincere application of emotion, information, skills and technique. Each camper must satisfy himself that he has created a project calling for something extra from him.

Let's take a short hike with a group of campers; some decided to explore upstream, others downstream. If the leader has something especially in mind to share on the excursion, it might be discussed and developed as the hike progresses. Experiences of both groups may be shared back in camp. Exploration may be just for sheer pleasure, or leader and campers may hunt possibilities for programs. They see birds flying in and out of the sand cliffs along a creek, they discover driftwood or roots that look like wooden Indian faces, they collect colored rocks from the stream, they find a perfect place for a cook-out, they see a small island in the stream that reminds them of Robinson Crusoe stories. The colored clay-like sand can be used for pottery; the tall reeds

proper use of tools and materials. Our own interests, knowledge and background experiences come into play. Campers may become discouraged in the process of creativity; they need help to continue. To be able to suggest other approaches to the project the leader must be a resourceful and stimulating person.

How can children be creative in their daily experience?

Some children create as a natural form of expression; others need environment, materials and adult help. This is not primarily the use of books but dramatics, pantomiming, impersonations, molding, weaving and building with wood. All these activities can be carried out without artistic talent. As children indulge in the experience, a need for help in technique may develop. This is where the leader demonstrates but does not impose his ideas.

What kind of environment is needed for this kind of experience?

Plenty of time, space and materials should be provided. Nothing can be accomplished in a disorderly mess. Make the work-center interesting and attractive. Have at hand tables, tools, paint, clay, wood, rags, yarn, sacking, grasses, temporary easels, a typewriter or larger printer, paper, coloring equipment, paper cartons and material

to discuss, plan and carry out an activity and then express themselves on how they feel about what they've done.

How may the leader become more effective in helping children to be creative?

He must first be creative in his own point of view and engage in creative experiences himself. He must respect children as children and not expect their work to be perfect. Creative originality requires sympathetic toleration.

The expansion of an experience increases the capacity for making suggestions. But, in a sense, the more we learn the less capable we are of learning new things. We are inclined to accept what we have already learned as standards in dealing with new things. A leader is wise not to condemn new ways, but to give time for new ways to prove themselves and show their worth.

Creative originality requires criticism to test its worth, select the good from the bad and the useful from the useless. All leaders must have time to experiment and to encourage their own intellectual curiosity by examining things that challenge their interest and attention.

A child's mind is constantly active and full of questioning. Encourage

Help campers express themselves with courage and conviction of their own careful thinking about experiences.

can be used for basket making. The gathering of these materials, and the imaginative conversation inspired by physical surroundings, is inner creativity at its height. Each child has contributed his share in the activity and planning toward a future project.

A successful leader on an excursion of this sort must:

1. Be alert to campers' attitudes and needs.
2. Stimulate their creativity and learning processes.
3. Keep himself personally alive, sympathetic and enthusiastic.
4. Have objectives or goals at finger tips and shoot at them constantly.
5. Believe the project is worthwhile and enjoyable so campers will too.

As leaders, we teach technique and

for stage sets, clothes for dressing up, even tape recorders for fun and for learning about one's self. A spot for displaying creative work is most necessary.

How important is creativity as compared with other types of learning?

Creative experiences do something for the spiritual and emotional aspects of the child's life that skills alone cannot do. Basic learning is needed to earn a living and to be an effective citizen. But to learn about the life of a pioneer can be deadly unless brought to life by dramatization, songs, cooking, story telling, and living skillfully out-of-doors.

As necessary as learning the 3 R's are the attitudes and behavior of children when they have opportunities

their questioning and experimentation to do things in new ways. Only through these methods can children become unafraid of trying and resist the tendency to fall into a rut. In our world of scientific emphasis, our youth can not compete unless encouraged to express their thoughts and new ideas.

As leaders, it is a challenge to us to "practice as well as preach" ways of helping a young person express himself with courage and conviction of their own careful thinking.

—Mrs. Browning spoke on this subject at the Colorado Section's Institute on "Creative Programming in Camping." The picture is a Hughes photograph of Red Pine Camp.



Typical sites of ACA Regional Conventions—French Lick Sheraton Hotel for Region III and Chicago for Region V.

7 Regional Conventions Offer Ideas, Inspiration for All

ACA Regional Conventions, planned to capture the interest of all camping people, got off to a flying start in Boston on January 23 to 24. Each convention has been carefully designed to meet your needs on both a national camping level and with special regional interests. Outstanding speakers are sharing their ideas on leadership, camper development, camping's role in our fast changing world, and the work of the individual camp executive. Every camp director, staff member, student or camp board member who is able to attend one or more of the 1959 ACA Regional Conventions will be well rewarded and inspired.

Region I January 23-24 Hotel Statler Boston, Mass.

Program Highlights: "Rainy Day Round-Up" of program activities with all participating. Keynote address by Dr. Vilhjalmur Stefansson, famous arctic explorer. Talks by Bonnie Prudden, member of President's Council on Youth Fitness; George O'Day, outstanding yachtsman; Dr. Otis Max-

field, churchman and lecturer in psychology; and ACA President T. R. Alexander. Kindred interest group meetings and campers' roundtables.

Region II March 19-21 Shoreham Hotel Washington, D. C.

Program Highlights: Keynote speakers: Fred V. Rogers, ACA President-Elect; Reynold Carlson, Chairman of ACA's Conservation Project; Dr. Fritz Redl, child psychologist; Dr. Harold D. Meyer, author and sociologist. Seminars led by Dr. Alan Klein, Reynold Carlson, Gunnar Peterson and Dr. Lloyd B. Sharp. Kindred Group Sessions, Interest Group Meetings, Workshops on Music, Horsemanship, Creative Crafts and Conservation.

Region III February 11-14 French Lick-Sheraton Hotel French Lick, Ind.

Program Highlights: Outstanding speeches by Jerry Litten, on Camping

and Outdoor Resources; Dr. Arthur Daniels, Dean, School of HPER, Indiana University; Mrs. Elizabeth Spear, ACA Board Member; and Hugh Ransom, Executive Director, ACA. Interest groups on extending camping, public relations, day camping, etc. Sessions on outdoor education and school camping, family camping, leadership training, administrative problems and kindred group interests.

Region IV March 11-14 Battery Park Hotel Asheville, N. C.

Program Highlights: Featured speakers: Fred Rogers, ACA President-Elect; Dr. DeAlton Partridge, President, New Jersey Teachers' College; Dr. Price H. Gwynn. Sidney Geal, ACA Standards Director, will conduct a seminar for training Standards Committee members. Mary Gwynn will lead a three-session seminar on Good Camp Program. Outstanding camping people have been selected to lead interest group meetings on administration, day camping, nature and conservation, etc. A high-

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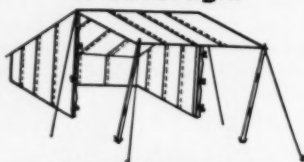
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Featured speakers at ACA Regional Conventions. Left, T. R. Alexander, ACA National President. Below, left, Reynold Carlson, director of ACA's Conservation Project and, right, Alan Klein, University of Pittsburgh.

Region V February 26-28 Conrad Hilton Hotel Chicago, Ill.

Program Highlights: Noted speakers: Dr. Shane MacCarthy, executive director, President's Council on Youth Fitness; Dr. Robert J. Havighurst, University of Chicago; Reynold Carlson, director, ACA Conservation Project; Richard M. Lodge, University of Pennsylvania and H. Roe Bartle, Mayor, Kansas City, Mo. Kindred group meetings, small group sessions on creative crafts, staff training, family camping, campfire programs, promotion and public relations, etc.

Region VI February 19-21 University of Oklahoma Norman, Okla.

Program Highlights: Installation of Fred Rogers as ACA National Presi-

dent. Keynote speech by Mrs. Elizabeth Spear on "The Pursuit of Excellence in Camping." Talks by Howard Jeffrey, on leadership training, and Fred Rogers. Sidney Geal, ACA Standards Director, will conduct a training session for camp visitors. Workshops on day camping, crafts, spiritual emphasis, program, etc. Kindred group meetings, Section meetings, special interest group meetings.

Region VII March 5-7 Hotel Senator Sacramento, Calif.

Program Highlights: Workshops and Seminars will run throughout the conference. Campcraft certification, training of camp committees, legislation, training of camp visitation staff, in-school camping and outdoor education are among topics to be discussed at workshops. Hugh Ransom, ACA executive director, Fred Rogers, ACA President-Elect, Sidney Geal, ACA Standards Director, and Stanley W. Stocker, Camping Survey Director, will represent the national organization at the convention.



A Camp Newspaper IS Worth the Effort

By Arlene L. Newman

STRENUOUS tennis and refreshing swims keep young bodies in fine tone, but there is also a need for challenging the mind, using the quiet hours. The camp newspaper helps fill this need. This article is designed to serve as a guide to camps wishing to start a journalism department and to bring fresh ideas to those with established publications.

In employing a journalism counselor, the camp director should look for a person with experience in publishing. The applicant must be familiar with journalistic style and able to guide the camper-editor. In addition, the counselor must be thoroughly skilled in the technical and mechanical aspects of duplication, and a competent typist. The ability to write humor and draw cartoons and illustrations are bonus qualifications.

The journalism counselor is responsible for all details of the paper. Remember, the camper-editor is young and probably engaged in many camp activities, and therefore needs careful and tactful counseling. The counselor checks all articles submitted, assists in editing and is prepared to spend many hours at typewriter and duplicating machine. He will submit the paper in its "dummy" stage to the camp director or head counselor for approval.

The camper-editor at our camp is chosen by a contest and the editorship is eagerly sought. A minimum age level is set and everyone in that age group is invited to submit an essay or editorial on a subject of his own choice. Articles are unsigned and submitted to the journalism counselor who chooses the one he considers best. He then reads the winning article at a full camp meeting and the author is asked to identify himself. Then the editor thus chosen invites and urges *everyone* to be a camp reporter.

From the beginning, a close relationship between camper-editor and journalism counselor must be carefully nurtured.

The editor is responsible for assign-

ing articles to be written and should be supervised so that all desirous campers are encouraged to write. Every youngster in camp should be able to see his name in print at least once during camp season. It is better still if each child has an article, a bit of creative effort, printed.

The editor must see that articles are in by a specified time, that they are edited and typed promptly. Editorials and special features may also be required of the editor, and he will take an active part in the actual production of the paper.

The technical considerations of the camp publication deserve careful planning and implementation. Through the many years during which

The duplicating machine should be of good quality and in excellent repair. Stencils, styli (instruments for writing and drawing on stencils), inks and correction fluid should be of the highest quality, if crisp, clear copy is expected. A spirit duplicator should not be expected to give clear copies after 100 are run, unless one of the new, more expensive, models is employed.

At least one office (not portable) typewriter should be designated for the exclusive use of cutting stencils. Another typewriter or two should be at the disposal of the paper.

An illuminated drawing board is an absolute necessity for illustrating the paper and proofreading stencils.



journalism has been a prominent activity at our camp, we have found that duplicating by mimeograph on the camp premises is the best production method. The cost is much lower than outside printing, the news is fresh, and campers are trained in the skills involved.

It need not be expensive; a pane of frosted glass about 12" by 20", in a sturdy frame and rigged at a 35° angle over a 25 watt bulb served us for many years.

As articles are submitted, they are edited, typed, cut and pasted to a "dummy." This is the work-sheet from

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which stencils are cut. Space is allowed for all illustrations and headlines. In this way, the form of the finished product is seen at a glance. The "dummy" should be checked by a member of the camp administration to see that all material is in good taste.

The camp newspaper is as individual as the camp, and no effort should be spared to make it a medium of highest quality. Sloppiness and amateurism should not be tolerated. Typographical errors, especially the misspelling of a child's name, should be scrupulously avoided.

The Paper's Content

The actual content of the paper will depend on the type of publication desired. A combination magazine-newspaper has been found most satisfactory in our camp. All events of camp life are carefully covered: sports events, dramatic shows, trips, social events, impromptu activities and cabin life. In addition, there are interviews with counselors and administration, stories of camp history and feature articles of serious and humorous content. We run a special page for the youngest campers containing their poetry and short stories, pictures to color, puzzles and contests. A "gossip column" is considered essential by the campers although frowned upon by professional journalists. We find that a carefully supervised "gossip column" can be innocuous and fun-filled.

Counselors are invited to submit articles about their activities and stories, poetry and illustrations.

The importance of illustration cannot be overstressed. There should be line drawings to accompany articles as well as cartoons. Headlines and other non-typed lettering are set up by use of lettering guides bought for the purpose. The more varied the guides, the more interesting the final paper. The paper's masthead should be individualistic and, once chosen, never changed.

The format of the paper should follow prescribed rules of journalism and be varied slightly, from issue to issue, for interest and attractiveness.

The final issue of our paper usually runs about 30 pages and includes reporting of outstanding events of the season as well as end-of-season activities and farewell messages. It is printed in many colored inks, but this is an advanced technique and should not be attempted by any but skilled mimeographers. Colored paper can give the final edition a special air. Our final issue is distributed just before campers leave for home.

Camping Magazine, February, 1959

Some camps mimeograph twice the required number of copies of each issue, and at the end of the season bind these and present the set to each camper. However, we feel this is a wasteful practice for many campers will have saved their weekly issues.

Of invaluable assistance to the journalism counselor, camper-editor and all affiliated with the camp newspaper is the Columbia Scholastic Press Association. This organization, a service of Columbia University, sponsors an annual Critique and Rating Contest for camp as well as school publications. Upon receipt of the camp newspaper (two copies are required) and payment of a fee of \$7.50, the publication is rated with others in its own class.

Each publication is individually examined and a complete critique is sent back. The basis of judging is professional and the critique lists exactly how many points were tallied and makes suggestions as to improvements. Proud indeed is the camp which displays rating plaques with the gold of first place or the silver of second.

Further information on aids and services can be obtained by writing to the Columbia Scholastic Press Association, Box 11, Low Memorial Library, Columbia University, New York 27.

A well-organized, crisply written, carefully published newspaper is a memento for every camper to take with him and is often kept through the years. All contributors feel pride of accomplishment and learn skills often unavailable elsewhere. Many of our former editors have continued their interest in school and college.

Added Values

The camp director will find that such a newspaper program appeals to children who might not otherwise be impressed by camp life. It keeps camp alive for the child throughout the winter. (A special Winter Edition can be sent to all "old" and prospective campers.) A few colorful issues tucked into the director's folder or displayed in the winter office act as tactful promotion material.

Whatever the aim of the camp director or policy of the camp, a journalism department, publishing a weekly camp paper, will be found worth the effort and planning. No one outgrows the need for creative expression and few are too sophisticated to enjoy their name in print.

—Miss Newman is Assistant Head Counselor, Camp Kinni Kinnic for Girls, Poultney, Vt.

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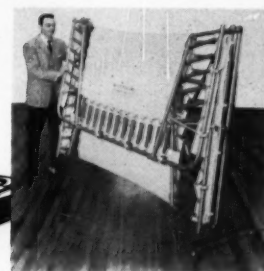
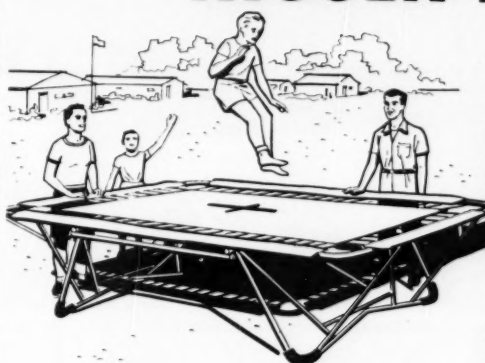
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By Reynold E. Carlson

DO CONSERVATION and conservation education have a place in the camp program?

Can conservation projects be challenging to campers?

What kinds of conservation activities have proved most successful in camps?

These were questions the American Camping Association asked in the initial stages of its Conservation in Camping project. Partial answers were gleaned from 513 questionnaires returned by camp members.

Though camps sending returns were not a scientific sampling, it is of value to note that all types of camps from all parts of the country were represented. There were resident camps, day camps, travel camps, private camps, church camps, school camps, public camps, voluntary agency camps, and special purpose camps (such as camps for the handicapped.) Most of the camps offered general programs. Only a few were special conservation camps.

Camps which returned the questionnaires were probably, on the average, more interested in conservation

reported that, although no specific conservation projects were embarked upon, conservation attitudes pervaded the everyday camp program from camp cleanup to care with fire and selection of native materials for crafts.

In this writer's opinion, concern for conservation in normal day-to-day camp living is the most important form of conservation and conservation education a camp can achieve.

Some contradictory conservation practices were indicated. For example, one camp reported, "We are clearing out all underbrush," while another wrote, "All possible brush piles are left for wildlife."

In some camps special conservation activities were carried on only at the managerial level and were not considered camper activities. For example, tree planting was the work of the camp management, with no campers participating.

Conservation programs described in the survey were of two main types: first, those concerned with concepts, attitudes, and appreciations; and second, actual practice of conservation measures. Under the first heading come the nature programs—identification of natural objects, learning re-

"We have had no conservation program as such but teach conservation through our hiking and campcraft program."

"Conservation of the individual is paramount."

"There was no 'special' conservation program at our camp, for conservation was our program." (This comment was followed by several pages of detailed description of the program in crafts with native materials, nature identification, conservation essay contest, fire prevention, cooking out, visits to a fire tower, pioneering skills, erosion control, woodland improvement, weather bureau, fishing, conservation movies, safety drills and survival techniques.)

"Conservation is 'caught' as well as taught."

"All aspects of the conservation program are continuous and related to other activities."

The most frequently mentioned conservation activity was tree planting. 195 camps reported that they planted trees for such purposes as forestry, wildlife and landscaping. Many additional camps planted trees as part of soil erosion projects. One camp reported planting 280,000 trees

HOW DOES YOUR CAMP RATE ON CONSERVATION?

than camps which did not. However, replies varied from those with no information at all to those containing several pages of description. It is expected that summaries of the programs described will be published in a later report.

Wide differences in understanding of the word "conservation" were evident in the replies. Some camps said they had no conservation activities but also spoke of their tree planting and erosion control projects, both important conservation measures. Others mentioned nature programs which, even though not called "conservation," contribute toward a basic understanding of it. Still other camps

relationships of one to another and to man, and the simple enjoyment of the out-of-doors. Under the second heading are projects such as planting trees, building dams, erecting wildlife shelters and many others.

A few comments revealing the wide range in conservation programs of camps were:

"No conservation program."

"We do not have a qualified person."

"Where could one find counselors with this interest for a girls' camp? The need is great."

"We are pleased with your 'conservation in camping' program—it is needed."

over a 35-year period. A few outstanding activities connected with tree planting and forest improvement included:

Annual tree planting days or "arbor week" observances.

Adoption of particular trees by individual campers to observe and care for.

Planting, transplanting, pruning, thinning, fertilizing, spraying and watering through dry spells.

Harvesting.

The next most frequently mentioned conservation activity was control of soil erosion, with 155 camps mentioning this problem. "We fight a continual battle against erosion," re-

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**CAMP
SECTION**

ported one camp. A few of the many activities concerned with erosion control were:

Grading and seeding slopes.

Building small diversion dams and retaining walls.

Replacing trails built on vertical slopes with trails laid along contours.

Gathering pine needles from unused areas to place around areas of heavy usage to conserve soil and hold dust down.

Planting trees and shrubs.

Making steps, usually of logs, in steep paths.

Filling in small eroded areas.

Rotating unit placement and changing the direction of paths to prevent overuse of particular areas.

Planting honeysuckle and ivy to hold soil.

Making drainage ditches.

Sodding.

Wildlife Conservation

Wildlife conservation was the concern of many camps. One camp even maintained a trout hatchery. A few other practices mentioned were:

Providing salt licks.

Leaving brush piles for wildlife.

Observing fish and game laws (special camp laws were often set up.)

Improving streams for fish life.

Planting shrubs for wildlife.

Maintaining the camp as a wildlife sanctuary.

Providing bird and animal feeders.

Conservation of water was a serious concern for some camps. Directions this activity took included:

Improving the quality of water through care in garbage and sewage disposal.

Clearing of algae, lily pads, weeds and debris from streams, lakes and ponds.

Developing new water sources (lakes, springs.)

In cases where water shortage was severe, time in showers was limited. When a leak in a pipe caused a serious emergency in one camp, extreme measures were taken, such as "putting out fires with water used for other purposes first, placing a bucket under faucet to catch water."

Insect control, a controversial subject among conservationists, was mentioned by a few camps. Typical projects were:

Clearing areas of mosquito-breeding pools.

Spraying trees to control injurious insects.

Moth extermination.

Fire safety, an important practice mentioned in many reports, took these forms:

Carrying out regular drills.
Instructing campers in making, caring for, and extinguishing fires.
Making fire breaks and maintaining fire lanes.

Removing fire hazards.

Having Smokey Bear visit camp (in costumes borrowed from the U. S. Forest Service.)

Helping fight forest fires (older boys only.)

Leadership in conservation varied from none at all to professionally trained regular staff members. In many cases leadership was borrowed for special occasions.

Cooperation secured from various agencies seemed to be excellent. Help given included:

Providing leadership for field trips and nature programs.

Giving lectures and special programs.

Lending or giving of audio-visual materials such as movies, posters, displays.

Providing plants, seeds, trees.

Helping in the preparation of long-term conservation plans.

A partial list of cooperating groups is as follows:

U. S. government: Forest Service, Bureau of Land Management, National Park Service, Soil Conservation Service, Bureau of Reclamation, Air Force (survival instruction,) Biological Survey.

State governments: Departments of conservation (including fish and game, forestry, waters, etc.,) departments of education, health departments, state libraries.

County and city government: County agents, fire departments, forest departments.

Other: Museums of science, zoos, garden clubs, conservation societies (such as National Audubon Society,) American Camping Association, mountaineering clubs, college faculties.

Finest Opportunities


For a long time, conservation-conscious camp leaders have felt that camping offers the finest opportunities possible for learning conservation concepts and practices. It is obvious from the questionnaires that many camps take advantage of their situation. However, many more would like to engage in conservation programs, if they had the "know-how." Still other camps are as yet unaware of the opportunities in this field.

—Mr. Carlson is Director of the Conservation in Camping Project of American Camping Association.

Camping Magazine, February, 1959

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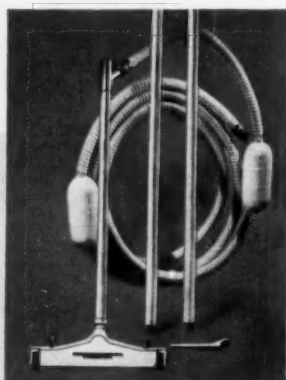
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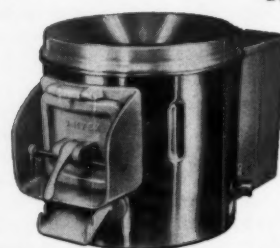
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TRAIL TRIPS

By George Thompson

teach more than skills

Part 1

TRAIL TRIPS are an exciting ingredient in any camp program. But are they always used to best advantage? Through extending campers' participation beyond the simple outdoor skills and into management of the trip, most camps can teach a great deal about systematic thinking, careful planning and group achievement.

This article describes the system used by The Trailsmen, a camp specializing in trail camping for boys. It is offered as background and resource material for any camp offering primitive or tent camping within a "camper-centered" policy.

Our trail parties comprise six to 10 campers and at least two counselors. A mature counselor is designated First Guide. The other counselors, sometimes corresponding in age to Junior Counselors or CIT's in other camps, are Second Guides. The First Guide is in charge of the trip.

One camper is designated Trail Chief—appointed, elected, or serving in his turn, depending upon the experience of the group. The Trail Chief appoints the following camper-officers and supervises their work:

The Foreman works out the schedule of trail jobs for each member of the party. Although the Trail Chief can invent any system, the customary one assigns two campers to the fire, two to cooking, and two to clean-up, for each meal. All but cooks and fire-builders set up camp in the evening and strike it in the morning. After the meal, cooks replace the clean-up team on campsite work. Fire builders are transferred to campsite work only if not needed by the clean-up crew.

Chow Men, with one counselor advising, plan menus and food requirement lists. They submit utensil requirements to the supply men and ob-

tain trail food from camp supplies.

Supply Men check individual and party equipment. With the advice of a counselor, they divide party equipment and issue it to packs.

The Scribe keeps records of job schedules and menus. He also prepares records for trail carrying by placing them in plastic covers and prepares for the packs any other "paper" equipment — maps, charts, references.

The Trail Chief meets with a counselor to go over details of route, campsites, swimming and fishing spots, side trips, and so forth. He supervises packing of equipment and food with a counselor keeping an eye on the process. Other counselors complete arrangements with the trip operations officer regarding time schedules, communications, transportation and campsite permits.

A sound system of organizing trail equipment aids camp leaders in issuing, controlling, and utilizing the trail party's gear. Good organization should also speed inventories and ordering.

First, the following general principles were applied:

(1) Light weight equipment must be made available, even if this necessitates custom-built camping gear for this program;

(2) Camper participation in the planning and conducting of the trail trip must be realistic, and yet the technical quality of all supporting functions (meal planning, supplying, packing and route planning) must be kept up to standards expected of good camping and in keeping with a program of authentic wilderness camping;

(3) Systems for maintaining this quality must be of the kind that can be administered by the campers themselves, with counselor guidance that does not dampen genuine initiative.

Our system is specialized for an intensive back packing program. All equipment, except clothing, is furnished by the camp. Camps requiring campers to bring some personal equipment will need to revise our personal equipment issue list accordingly. Camps with varying types of trip programs may develop general principles for their own adaptation.

Individual equipment for the duration of a trail trip includes a pack,





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rope, poncho ground-cloth, plastic clothing bag, sleeping bag, sleeping bag liner, and sleeping bag cover. Each camper is also issued a pocket knife and a complete toilet kit. Tents are issued as required to selected individuals in the trail party.

Kits for Equipment

Party equipment is divided into 12 units of "kits," and packed in plastic bags. Quantities of consumable items given below are based on a four-day trail trip for eight to 12 campers and counselors:

Kit 1—Kitchen Kit "A", Yellow Bag: 3 fire starters, 6 boxes of safety matches, 2 pairs of fire gloves, and spare food bags as required.

Kit 2—Night Kit, White Bag: 8 candles, 2 boxes of matches in small plastic bag, 1 flashlight, and 1 spare flash-light bulb.

Kit 3—First Aid, Red Bag: 1 small roll of cotton, 1 tube burn ointment, 1 box band aids, 1 triangle bandage, 1 adhesive tape, and 2 roller bandages.

Kit 4—Ax and Sheath.

Kit 5—Kitchen Kit "B", Yellow Bag with Green Spot: 2 wooden spoons, 2 can openers, and 3 plastic kitchen tarps.

Kit 6—Emergency flashlight.

Kit 7—Medicines, Red Bag with Green Spot: 1 small bottle aspirin, 3 bottles insect repellent, 1 bottle poison ivy medication, 1 bottle salt pills, and other medicines as required for trip area.

Kit 8—Extra rope.

Kit 9—Clean-up Kit, Blue Bag: 2 dish rags, 2 scouring cloths, 6 soaped steel wool pads, 1 plastic bottle of detergent, 1 plastic bottle of disinfectant, and 1 bar laundry soap.

Kit 10—Repair Kit, Green Bag with Red Spot: 2 pairs shoe laces, 1 sharpening stone, 1 spool thread, 1 small plastic bottle of flexible waterproof adhesive, needles, buttons, pins, plastic scraps, short lengths of fabric tape.

Kit 11—Trail Kit, Green Bag: 1 bottle water purification pills, 1 dial compass, 1 sighting compass, 2 whistles, 3 fire starters, 1 notebook, 1 pen, 1 waterproof match case and matches, and 2 marking crayons.

Kit 12—Shovel, and toilet paper in plastic bag.

Packs are numbered and kits carried in the corresponding packs. When there are only eleven packs, Kit 12 is carried in Pack One. When there are only 10 packs, Kit 11 is in Pack One, Kit 12 in Pack Two. This system provides for the packing of any number of packs with 12 kits, and provides an easily applied index for locating any kit at any time on

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the trail. When there are less than eight campers, quantities given in the list above ought to be revised for possible changes.

Cooking cans and aluminum foil are stocked under a separate listing, since requirements, furnished by the food planners, vary with each trip.

Food Systems

Food systems are perhaps the most thorny problem in trail logistics. The rather common practice of unloading all food into a supply tent at each campsite has been found a hindrance to quick set-up and striking. An even more common practice, leaving all food in the packs, leads to a confused situation in which cooks try to find "who has what" while other members of the party are trying to set up camp.

We are currently testing a system which leaves all food in packs, but assigns a particular type or category of food to each pack by number. Packs, constructed so as to be completely impervious to ground moisture and designed to repel rain, are left in a compact line on the ground in numerical order. Foods are divided among packs as follows:

Pack 1—Breakfast cereals, dried fruits, and ascorbic acid tablets.

Pack 2—Smoked meats and cheese.

Pack 3—Sugars and fruit-drink powders.

Pack 4—Canned meats and spices.

Pack 5—Brown sugar and oleo-margarine.

Pack 6—Fresh and dried vegetables.

Pack 7—Tomato paste and similar canned foods.

Pack 8—Prepared flours, corn meal and pastry mixes.

Pack 9—Dried powdered milk and dried powdered chocolate.

Pack 10—Crackers, chewing gum, and miscellaneous.

The above system for food may require some revision, in order to adjust weight of packs for individual boys. This very important and necessary practice would not be possible if a completely rigid system of food and equipment packing were applied.

—The author is director of *The Trailmen*, a private camp which specializes in trail camping for boys aged 11 through 16. A feature of the program is that all equipment used is carried by the boys and their counselors in back packs for the two to five days of each trail trip.

Part II of this article will be published in an early issue. It covers on-the-trail activity, campsite organization and management, and after-trip work.

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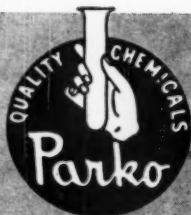
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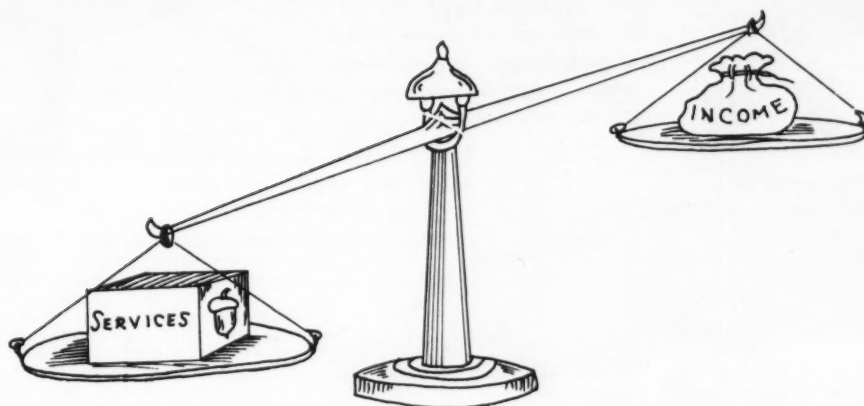
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Services and Income Are Out of Balance



A dues increase has been proposed. Members will have an opportunity to vote upon the proposal in April. Only a well-informed membership can vote intelligently. The proposal appeared in the January issue of *Camping Magazine*. Presented here are questions which may be raised, along with the answers of the ACA Membership and Finance Committees. Read — Study — Vote your conviction.

Why is an increase in dues necessary?

It is a simple matter of insufficient income to operate the National Headquarters and to carry on the activities of the Sections. You have a choice: Increase dues or reduce services; it is as simple as that.

What does the proposal mean in terms of the amount dues are increased?

Student members will have a \$1.00 increase; individual members, \$4.00; executive members, \$5.00. Members in the Camp-Four and Camp-Three categories would have an average increase of \$8.00; Camp-Two members would have an average increase of \$7.00; Camp-One members with a gross income between \$25,000. and \$50,000. would have an average increase of \$15.00; over \$50,000., an average increase of \$35.00.

How did the Board arrive at the new dues structure?

The Board first made a thorough study of the budget and ACA finances, determined how much of an income would be needed, and then developed a new dues structure which would meet the need.

Why is such a large increase in dues necessary?

Membership is growing continuously at a steady rate. We have, today, about 8,000 members; just five years ago the total was only 5,000. An increase in membership means an increase in income. BUT—expenses are rising faster than income is increased. In 1956, expenses exceeded membership income by \$10,000. In 1957, it was \$17,000., and in the first six months of 1958, it was

\$16,000. True, ACA has other sources of income, primarily from convention profits and the sale of publications.

At the 1950 National Convention the following basic principle was approved:

That the operation of our National Headquarters and the services to Sections, camps, and individual members should be financed with the income from membership dues. This principle has been re-affirmed at each succeeding meeting of the Board.

It has long been desired that income from publication sales could be used to finance the development of much needed new publications and that convention profits could be used to finance workshops, research, etc. However, it has been necessary to use this income to balance the budget. Under the new dues as proposed, income to National Treasury would increase \$31,000.; Sections, \$21,000. This would be sufficient to operate as we should, maintaining present services and initiating new services.

Why have the camp categories been abandoned?

Ever since the present four camp categories were adopted, we have received suggestions from Section membership chairmen that they be dropped if dues are again revised. Study the present membership application; it is, quite frankly, rather complicated. The new schedule of dues, as proposed, will do away with the four camp categories.

Why should dues be based on gross income?

It is the most equitable basis which the Board of Directors could develop. It is, in reality, an EXTENSION of the present structure, Camp membership dues at pres-

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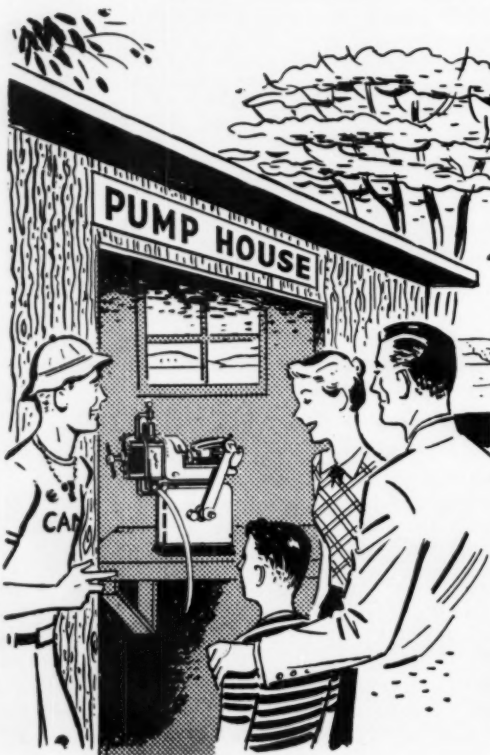
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ent are based on gross income. The new proposal merely closes the gap. For example, at present, camps with a gross income between \$12,000. and \$25,000. pay dues of \$25.00. This is a spread of \$13,000. Under the proposal, the spread will be just \$1,000. (\$1.00 for each \$1,000. of gross income.)

Why must I divulge my gross income? It is personal.

First of all, only a few people will know the amount of your dues — the National Headquarters and your Section Treasurer and Membership Chairman. They are your fellow camping people — people whom we must assume are of high integrity.

Secondly, just how confidential IS the gross income of your camp? Anyone could make a rather close approximation; your fee and the number of campers you serve is easily obtained.

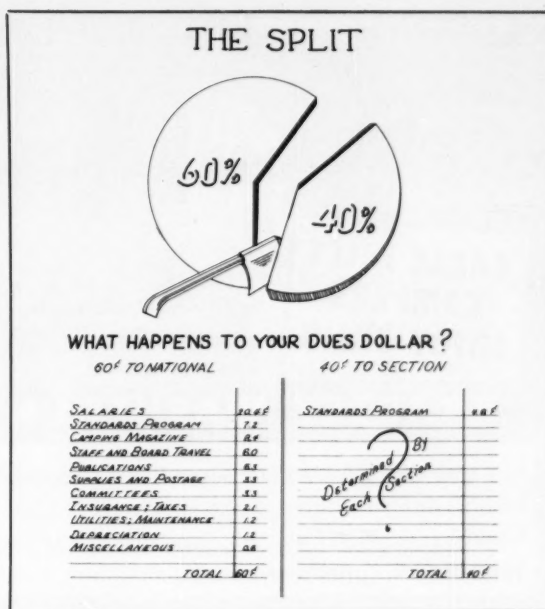
How will the new proposal affect multiple membership?

The answer to this should be prefaced by the statement that the multiple membership plan was originally developed in view of the fact that many agencies operating a number of camps have difficulty justifying the payment of ACA membership dues for each camp. While it definitely encouraged such agencies to apply for membership for each camp, the plan is basically unsound from the ACA budget standpoint. Each of these camps, paying \$6.00 or \$3.00 dues, enjoy the privilege of standards visitation which costs an average of \$15.00.

Under the proposed plan, agencies eligible for multiple membership would pay \$15.00 plus \$1.00 for each \$1,000. of the total gross income of all camps involved, provided that the resulting dues average at least \$15.00 per camp. This would mean a savings in dues up to \$15.00 for each camp; still an appreciable amount, but much more realistic as far as National and Section operating expenses are concerned.

How will the new proposal affect agencies operating a number of day camps?

If an agency operates a number of day camps, each of which has a staff of *volunteers*, and with one person responsible as administrator or coordinator of the several camps, one camp membership covering all of the camps



would be appropriate. Volunteers, as used here, include leaders who receive token payment to compensate for such personal expenses as transportation, baby-sitters, etc.

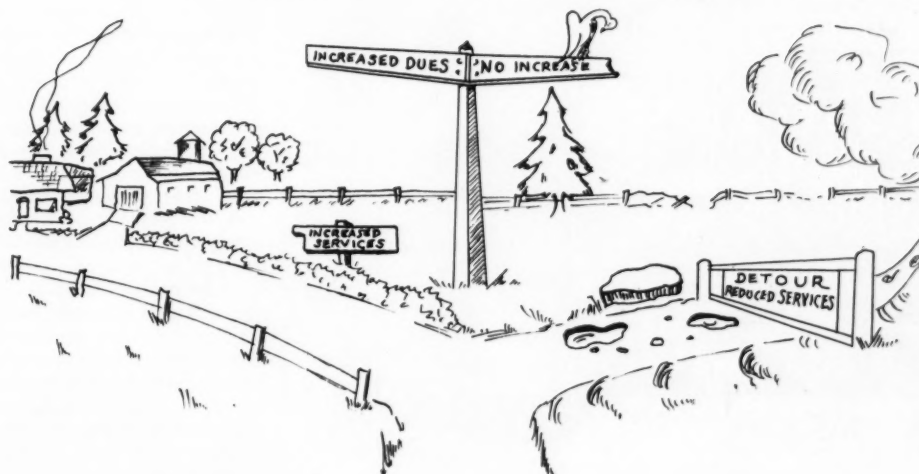
How will church camps be affected by the proposed change?

If a church body provides a camp facility which is used for short periods by groups within the organization, each of which supplies its own leadership and program, one camp membership, held by the parent body, would suffice.

Will this proposed dues structure aid our Section budget?

It will, very definitely. Remember, 40% of the dues paid by your Section members goes to the Section Treasury. The increase would be approximately \$21,000. for the Sections.

Which Road Shall We Take ?



YOUR ACCOUNTING

Depreciation of Assets

Prepaid Income

By Vincent J. Rian

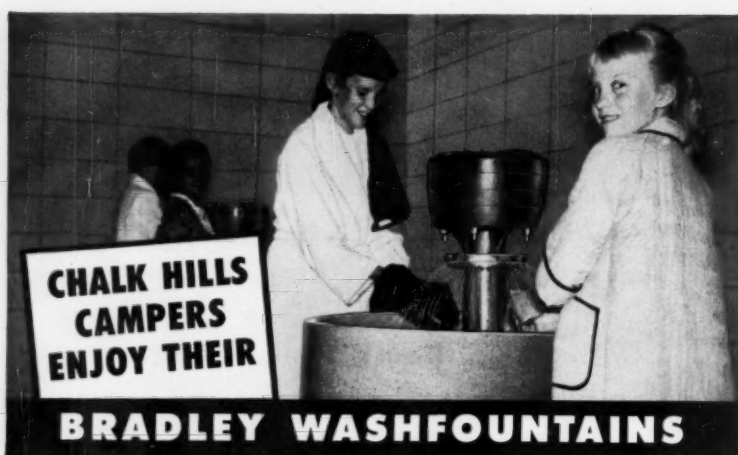
A CAMP by its nature requires a substantial investment in land, buildings and equipment. The owners expect to recover this investment through successful operations. There is no question your depreciable property is a part of the cost of operating the camp, just as much as the cost of food or salaries.

Because buildings and equipment are used up over a period of time, it is reasonable that their cost be spread over that period. This, of course, is done in the form of annual depreciation charges.

How should these depreciation charges be determined? What factors are involved? You all know the Internal Revenue Service has some feelings on this matter and the amount of your depreciation charge has a very direct effect on the amount of another substantial cost—especially of private camps—income taxes. Therefore, in discussing this matter, income tax laws and regulations cannot be ignored.

Computation of the amount an asset should be depreciated each year involves determining first the useful life of the asset to you. This period of time does not necessarily coincide with the *total* life of the asset; rather it depends on how long you plan on using it.

After you determine the useful life, the next step is deciding what, if any, salvage value will exist at the end of this period. Requirement by the Internal Revenue Code that salvage value be considered in determining depreciation charges is not new. Until recently however, it has generally



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been by-passed by the examining agents.

Consider for a moment the salvage value of one of your camp buildings. Remember, this is at the end of its useful life — but determined now. What can this salvage value be? You would probably have a difficult time in getting anything for one of these buildings—actually you'd likely be glad to give the lumber to someone if he would demolish it for you. What then would the salvage value be? Exactly nothing.

Equipment items are another matter. It is probable some salvage value will exist at the end of their useful lives. Very often old equipment is traded in as part payment for new items. Is this trade-in allowance equivalent to salvage value? It could be. More probably a portion of the trade-in allowance represents discount on the new equipment. In almost all cases this is true of automobiles.

On new assets purchased, you can postpone the problem of salvage value until later years by adopting the double declining balance method of depreciation. Salvage value then does not enter into your computation, inasmuch as the asset never becomes fully depreciated. You cannot, however, depreciate an asset below salvage value.

The double declining balance method also has other advantages. Under this method you can take twice as much depreciation the first year as compared to the straight-line method, thereby lowering your tax bill. This is not a permanent saving but it does provide retention of additional funds for present needs, when they may be most pressing.

Camping Magazine, February, 1959

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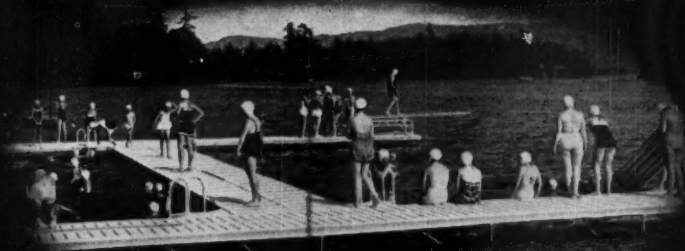
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The new 1958 tax law provides for an additional first year depreciation allowance — in addition to regular depreciation, straight or accelerated. This provision applies to tangible personal property, either new or used, (not buildings) with a useful life of at least six years. The allowance is 20% of the first \$10,000 of cost.

One other aspect of the income tax laws I'd like to discuss briefly is the concept of prepaid income. If you are on the accrual basis of reporting your income, and receive deposits with campers' applications, this probably affects you. The Internal Revenue Service is attempting to tax income received in advance, even though it is applied to a future period. The Service has received considerable support from the courts on its position.

The theory of accrual accounting requires that amounts be taken into income as earned, regardless of when they are received. Based on this theory, a deposit you might receive in the fall to hold a reservation for the next summer would not be reflected as income until next year. This would appear proper, because:

(1) The deposit may be refunded if the reservation is cancelled and

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(2) A definite liability exists to perform a service at a specific time in the future.

Accrual accounting does not, however, necessarily coincide with tax accounting. Through the various court cases on this matter of prepaid income, a doctrine or principle has arisen known as "the claim of right" doctrine. Stated simply, this concept taxes receipts as income in the year of receipt unless the income is earned before cash is received.

The theory is that the receipt becomes income because the taxpayer has unrestricted right to its use. However, a taxpayer also generally has unrestricted right to the use of funds borrowed from a bank, but this surely is not income. Under this "claim of right" doctrine, the commissioner has been successful in taxing advance rents, newspaper subscriptions, dues and other items in the year of receipt rather than when they are earned in a later year.

1958 Tax Law

The commissioner has lost some cases involving prepaid income, but in the main has been successful. The cases have covered varying kinds of prepaid income so there is apparently no limitation to the application of the principle. (The new 1958 tax law amendment permits newspaper subscriptions to be reported as income over the subscription period.)

Therefore, if you are on the accrual basis, and follow the policy of deferring crediting of advance deposits as income until they are earned, it is very possible your position has been or may be challenged. To sustain your position you will have to prove the deposits, as such, are not income.

Tax Hazard

Deferred crediting of prepaid income represents a potential tax hazard, of which you should be aware. I, personally, do not believe these deposits should be considered income until such time as they may be applied as payment for goods or services rendered. However, this is an unsettled area, and if the issue does arise each case will probably be settled on the specific facts involved.

—The author is associated with the firm of Broeker & Hendrickson, certified public accountants of St. Paul, Minn. The article appearing here is based on a portion of his talk at the last ACA national convention. Additional material by Mr. Rian is planned for early publication.

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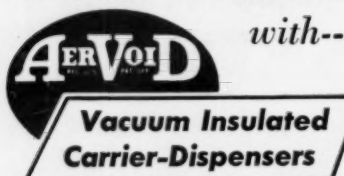
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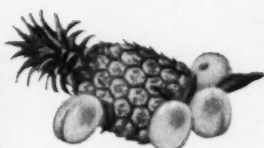
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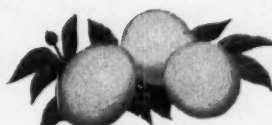
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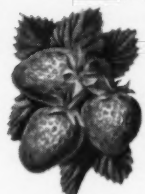
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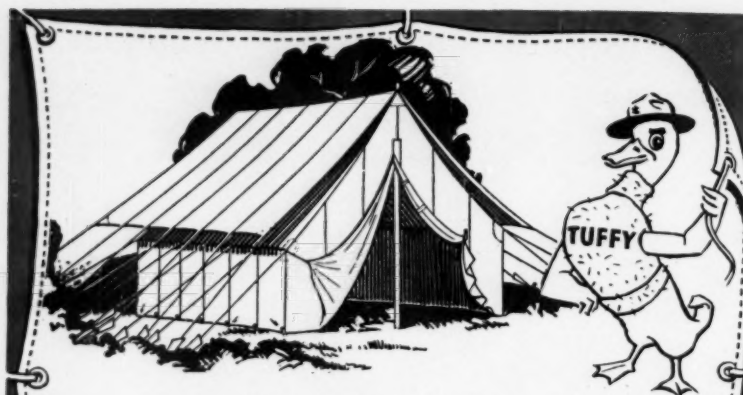
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Camping Magazine

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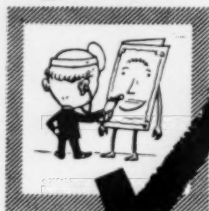
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LONG ESTABLISHED ORGANIZATIONAL camp near New York City under Jewish auspices but non-sectarian admissions policy seeks experienced counselors, camp craft, nature and waterfront specialists, also teen-age unit head (male, female, couples). Good salary. Excellent personnel practices. Write Camp Director, 197 East Broadway, N. Y. 2, N. Y. ab

COUNSELORS: Leading boys' summer camp in Maine. Archery, athletics, canoeing, drama, nature, photography, riding, riflery, swimming, water skiing, general. Reply to Director, 71 Hix Ave., Rye, N. Y. abcde

COUNSELORS—experienced, Brother-sister camps, Massachusetts Berkshires. Men or women: Physician, tennis, swimming, riding, canoe trips, nature, phys-ed majors, general. Men: Industrial arts, sailing, archery, riflery. Women: Ceramics and fine arts, folk dancing, dramatics, costumes, bookkeeper-secretary. Write Box 876, Greenwich, Conn. ab

CABIN COUNSELORS, SPECIALISTS, dietitian, second cook, wanted for private Jewish co-ed camp in Laurentians. Apply with references. Pembina Camp, 4792 Victoria Ave., Montreal, Canada. b

FAMILY CAMP: Assistant to owners. Excellent future for ambitious reliable party. Advise references, terms and experience. Lenape Village, Tafton, Pa. b

RAQUETTE LAKE GIRLS' CAMP
Applications invited for waterfront (ski, sailing, tripping), tennis, athletics, trampolines, golf, drama. Established Adirondack girls' camp. Brother camp across lake. Attractive compensation for qualified personnel. Write: 966 East 23rd St., Brooklyn 10, N. Y. bc

HEAD COUNSELOR and activity counselors for teen-age girls' camp in Maine. 100 girls, ages 12 to 17. Riding, tennis, swimming, sailing, canoeing and tripping. Good salary. Experience and maturity required. Write Box 656. b

COUNSELORS: mature counselors, male or female, needed for New Hampshire camp for girls. Enrollment 60. Write Box 646. bcde

WANTED: Few openings for general counselors in boys' camp. Also specialists in riding, nature, archery, Indian-lore, forestry, rifle. Men over 20. Initial letter should include all pertinent information. Write William H. Abbott, Adirondack Woodcraft Camps, Box 237 Fayetteville, N. Y. bcd

COUNSELORS: Waterfront, unit heads, campcraft, pioneer, Teepee Village and general counselors. 8 week camp. Write, Camp Fire Girls, 34 N. 8th St., Reading, Pa. bedef

GENERAL COUNSELORS and those with experience in boxing, wrestling, tripping and nature. Age 20 or over. Write giving full details to Keewaydin Camps, 113 Anton Road, Wynnewood, Pa. bc

CAMP COORDINATOR — College graduate, age 30-50 for year round job. To coordinate: resident camp for 1000 girls; Troop camping — 8,000 girls; Day Camping — 1,000 girls. Must have skills in administration, organization and ability to work with a budget. Supervise seasonal Camp Director and two maintenance men. Write to: Girl Scout Council of Greater St. Louis, 417 No. 10th St., St. Louis 1, Mo. b
EXPERIENCED COUNSELORS to head waterfront, tennis, arts and crafts, choral music, dramatics, riding, in long established New Hampshire girls' camp. College or school faculty members preferred. Write in detail regarding your qualifications. Box 657. b

GIRLS' CAMP IN MAINE has openings on staff for ARC waterfront, canoeing, head athletics, head tennis, music, head arts & crafts. Applicants must be 21 years of age with previous camping experience. Write Box 658. bcde

HEAD TRIP DEPARTMENT for boys' camp. Man with experience and maturity to head up trip department and plan teaching in camp and supervise trips. Staff of four. Camp Half Moon, 370 Orienta Ave., Mamaroneck, N. Y. bcd

Help Wanted

SAILING COUNSELOR. Camp Pocono for boys. Major activity on Lake Wallenpaupack in Pocono Mountains. 40th season. Write: C. G. Paxson, Penns Park, Bucks Co., Pa. **bc**

COUNSELORS, male and female, coed New York State camp. Experienced group leaders. ARC instructors, folk dance, nature, pioneering, tennis, photography, fencing, athletics. Working couples considered. Write Box 662. **b**

GIRL SCOUT CAMP near Chippewa Falls, Wisconsin, needs 32 administrative and counseling staff, including CIT trainer, dietitian, nurse. Emphasis on group living in outdoors, tripping, waterfront. Write Camp Director, 110 East St. Charles Road, Lombard, Illinois. **b**

BURR OAKS CAMP for girls in Southern Wisconsin has openings on its staff for qualified counselors (men or women) in sailing, swimming, canoeing, music, nature, riflery and riding. Give full details in first letter. Burr Oaks Camp, 717 West Sheridan Road, Chicago 13, Ill. **b**

HEAD COUNSELOR and Program Director. Older woman preferred for Cape Cod Camp. Experience necessary. Other counselors needed. Write stating age, education, experience and salary. Quanset Camp, South Orleans, Mass. **b**

COUNSELORS in small Vermont horse-ship camp. Waterfront head, water skiing, sailing, tennis, swimming, campcraft and camp nurse. All must be willing and capable of taking trips out of camp. Write with detail to: Mr. & Mrs. Thomas S. Nelson, Camp Catherine Capers, Wells, Vermont. **bc**

COUNSELORS, men, women. Experienced teachers preferred. Group heads, nature, trip specialists, shop, waterfront, nurse, general. Small camp, children ages 4-12. Write Jug Hill, P. O. Staatsburg, N. Y. **bc**

SAN FRANCISCO AREA. Creative, versatile counselors, two men, two women, over 20. Need music, campcrafts, western riding, craft, nature, full responsibility in own area plus cabin duties. Small private camp. Also, cook. Echo Mountain Ranch, 19101 Bear Creek Road, Los Gatos, California. **b**

HEAD COUNSELOR, unit heads, specialists, counselors, available June 14-August 12. Resident country camp, Georgia. Ed Jackel, Jewish Community Center, 1745 Peachtree Road, Atlanta, Ga. **bc**

DIRECTOR, FEMALE. Herald Tribune Fresh Air Fund Camp. Camp Sunny Ledge for girls, 14-16, capacity 120. Location: Bear Mountain Interstate Park, N. Y., on Lake Tiorati. Write: Larry Mickolic, Director of Camping, 230 West 41st St., New York 36, N. Y. **b**

FULL TIME DIRECTOR, MALE. Herald Tribune Fresh Air Fund Camp. Camp Hidden Valley for coeds 7 to 11. Capacity 80 (40 non-handicapped, 40 with handicaps). Direct camp in summer, balance of year intake follow-up, recruitment, etc. Write Larry Mickolic, Director of Camping, 230 West 41st St., New York 36, N. Y. **b**

EVERYONE WANTS FUN, adventure and friendship! We'll guarantee these plus an equitable salary if you'll guarantee us a real interest in children, a desire to be well-supervised, a gleam of good judgment, the democratic approach, a minimum age of 20 and a skill or two. Staff wanted for resident campers 8-14 or trip campers 14-17. We're in Pennsylvania! Let us send you complete details. Contact: Maureen M. Warner, Girl Scouts of Delaware County, 38 Garrett Road, Upper Darby, Pennsylvania. **b**

MATURE COUPLE for girls' summer camp in New Hampshire. General maintenance, supervision, house mother. Write Box 667. **bc**

PROGRAM DIRECTOR, mature man, extensive camping experience. Able to develop and supervise program and staff in nonsectarian, inter-racial camp serving boys with problems. Write Jewish Big Brothers Association, 590 North Vermont, Los Angeles 4, Calif. **bc**

CAMP PESQUASAWASIS FOR GIRLS IN MAINE

has staff openings for ARC swimming and small craft instructors, tripping, land-sports, dramatics, music, general counselors. Counselors must be 20 years of age. Experience preferred. Salary depending on experience and qualification. Write Miss Nancy O'Connor, 15 W. Burton Place, Chicago 10, Illinois. **bc**

Position Wanted

FULL-TIME DIRECTOR or camping position wanted. Fifteen years experience as director, maintenance, budget-planning, new construction. ACA. Write Box 647. LAB

CAMP DIRECTOR and Head Counselor for summer employment, to assume all duties involved in camp management. Experience includes complete confidence in all facets of operation. Profit sharing basis preferred. Write Box 648. **ab**

MATURE COUPLE (college graduates) desire general camp work. Skilled maintenance man. Store, office, library, craft assistant or matron. New England preferred. Write Box 651. **ab**

CAMP DIRECTOR or Program Director: agency or private, male, experienced in all phases of camp program, boys and/or coed. Highest references. Far west preferred. Write Box 652. **ab**

DIRECTOR—year 'round. Over 10 year's experience girls' camps with administrative, program, director of counselor-in-training courses. ACA. Write Box 666. **b**

DIRECTOR OR HEAD COUNSELOR: Male, special education teacher with five years of supervisory camping experience seeks position with camp for handicapped children or social agency camp. Write Box 665. **b**

RESPONSIBLE, MATURE, Director-teacher of private school desires permanent, active employment at summer camp in executive capacity. Camping experience. Write box 664. **bc**

R.N. (Mt. Sinai Hospital, N. Y. C.) with children ages 4½ and 7, desires position as nurse in coed camp. Write Box 663. **b**

HEAD COUNSELOR: Male, experienced, university physical education instructor. Excellent references. Assume complete programming responsibility. Assist hiring staff. 2986 N. Starr, Columbus, Ohio. **b**

CANOE TRIP DIRECTOR
Law student (25) and wife, teacher, seek positions as canoe trip director and office secretary-typist. Scoutmaster, eagle scout, ARC canoeing instructor. Ten years experience in campcraft, pioneering, river and lake trips. Wish to lead extended trips preferably northern New York, Maine, Michigan, Wisconsin, or Minnesota. No bunk duties. Write Box 668. **b**

CHRISTIAN man with family desires position with evangelical camp. College instructor, seven years camp administrative experience. Box 4599, Greenville, S. C. **b**

Equipment for Sale

FOGGING MACHINE. "Dynafig" mounted on single wheel Formica trailer. Complete, excellent condition, ideal mosquito, insect control, easily attached passenger vehicle, truck, 6500. Pestfree Exterminating Co., Villas, N. J. **a**

Camps Wanted

TO LEASE OR BUY: Southern New Hampshire or Massachusetts. Wooded area. Centralized buildings suitable to winterization. Write Box 660. **b**

CAMP WANTED ON LEASE with option to buy basis. Excellent references and camping experience. Prefer Southeastern section. Write Box 661. **b**

Camps for Rent

MICHIGAN SUMMER CAMP for rent by the week in June, July and August, 1959 to organized church or youth group. Accommodates 96. 75 miles southwest of Detroit. Write Box 653. **a**

Camps for Sale

UNUSUAL OPPORTUNITY
Youth Camp. Suitable for boys, girls, coed, church group, adults. Located in northern Wisconsin on lake. Operated at full capacity over 100, thirty years by owner. Improved lake front with over 100 acres wooded area. 30 fine buildings and complete equipment in perfect condition. Owner retiring, reasonable terms. Write box 659. **bc**

HUNTING AND FISHING CAMP

Two bedroom camp, kitchen, bath & living-room. Completely furnished including new TV and new boat, gas stove, refrigerator, electricity, telephone. Located on north shore of Rangeley Lake. Complete including all necessary blankets, linens, dishes, etc. Price \$2995. Six year finance with low down payment. Write: S. C. Noyes Co., Rangeley, Maine. **b**

Camps for Sale

GIRL'S CAMP, one of the finest, best established and best equipped in the South, located in the heart of the Blue Ridge Mountains. For details contact Booth-Barfield, Inc., Asheville, N. C. LAB

PRIVATE DAY CAMP, established 1945. Three acres. Member A.C.A. All city facilities. Winter — accredited nursery school. Director wants to retire. Mrs. James W. Waite, Director, 128 Hubbard Avenue, Stamford, Conn. LAEC

1,200 CAMPS & SITES — \$15,000 & UP
One of the largest and most reputable school and camp realtors in the United States. Established 35 years. Exclusively selling camps, day and boarding schools. Appraisals for all purposes. Write for list of attractive offerings, specify locations preferred, to Mr. M. Otto Berg

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522 5th Avenue, N. Y. C. 36 MU 2-8840 **tf**

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WE CAN SELL YOUR CAMP

Michigan Wisconsin Minnesota Illinois Children's Summer Camps. We have definite qualified buyers for any size camp, in any location in the above States. Any correspondence or discussions we may have will be in the strictest of confidence and we will conduct the process of selling in such a manner as not to interfere with your camp season in any way. If you have considered selling — why not write or call now — Collect (Tyler 7-0333). A. J. Ditzik, Tyler Realty & Investment Co., 4760 Grand River, Detroit 8, Michigan. **tf**

LONG ESTABLISHED prestige girls' camp in Adirondacks. Accommodates 100 campers. 75% enrolled for 1959. Director wishes to retire. Will continue for one season if desired. Write Box 649. **abedef**

BOYS' & GIRLS' CAMPS — COLORADO
Long established. Modern buildings. 20-000 acres. 2 separate camps, 160 children. Owner retires due to health. Excellent income. Large Eastern following. Will lease camp and sell goodwill or sell camp with part of property. Must be experienced director. Write Box 650. **ab**

CENTRAL VERMONT, hillside farm-camp. Accommodates thirty children, more suitable for younger ages. Forty-five acres. Brook-fed swimming pool, riding ring. Old, modernized farmhouse used for year-round living. Also operated as poultry farm, garden produce, Christmas trees. Write Box 625, Camping Magazine. **ab**

SMALL INDIANA CAMP on lake. Sleeps 45 campers in 4 buildings. Also has dining-kitchen building, 2 other buildings. Only \$18,000. Contact Dr. Floyd Coleman, Waterloo, Ind. **a**

CAMP FOR SALE. This ad was published in the January issue. By now it may have been sold, maybe not. This offering is at a **REAL BARGAIN, PRICE & TERMS.** 5 miles from Luray, Va. Summer resort just ended 13 years surveyed and approved by prominent camp operator for camp operation. Filtered 60 x 30 pool. State approved. 21 rooms each with bath, etc. Large dining-room, kitchen, etc. 37 acres. 2/3 mile river frontage. State road terminates at entrance. Bank app. \$88,300. less furnishings. Offered lock, stock and barrel at much less on easy terms. Only 90 miles from Washington, D. C. Owner, Box 402 (Luray, Va. **b**

Miscellaneous

ATTRACTIVE OUTDOOR SIGNS are easily made with Signcraft Wood Letters. Inexpensive. Permanent. 4-24 inches. Thousands used. Northland., Route 22282, Rockland 16, Maine. **ab**

NEED IMMEDIATELY \$5,000 loan by well-known, long established camp business that wishes to expand in Northeast states. Good interest. Excellent security. Employment of loaner if desired. Write Box 654. **b**



AFTER TAPS

... the time when directors, leaders, and counselors recall the successes and failures of the day, plan to make tomorrow a better day, and think about the opportunities — seized and missed — of this wonderful thing called camping.

How We Can

Learn Truth from Nature

By C. Walton Johnson

NATURE is our Great Teacher. A school divorced from nature gives us mere schooling. Nature by some mysterious, spiritual alchemy can convert this schooling into education when teacher and student repair to the out-of-doors, and pillars become trees, class rooms become shaded dells and crowded corridors become leaf-strewn paths of silence and beauty.

Nature does not teach in classes, en masse. When you go to school to nature, go singly or with one or two kindred spirits. Nature requires no talking, no reciting. We only need to listen, to observe, to be receptive. Nature can teach only those who have eyes to see the invisible and ears to hear the inaudible. Nature gives no tests, no examination. Indeed, the only examination that matters is given by life itself.

Nature's Art

The greatest art is the canvasses of nature: a flower-strewn hillside or meadow, a lake set as a jewel in a mounting of wooded hills, a landscape of majestic peaks kissing a sunlit sky.

The greatest music is the symphony of nature: the pure lyrics of birds at dawn, a sonata of myriad insects on an

August evening, the silent rhythm of a "night sky all throbbing and panting with stars."

The flowers are God's thoughts in beauty of form and color, the rills are God's thoughts in laughter, the sighing of the wind in the pines is God's spirit communing with nature.

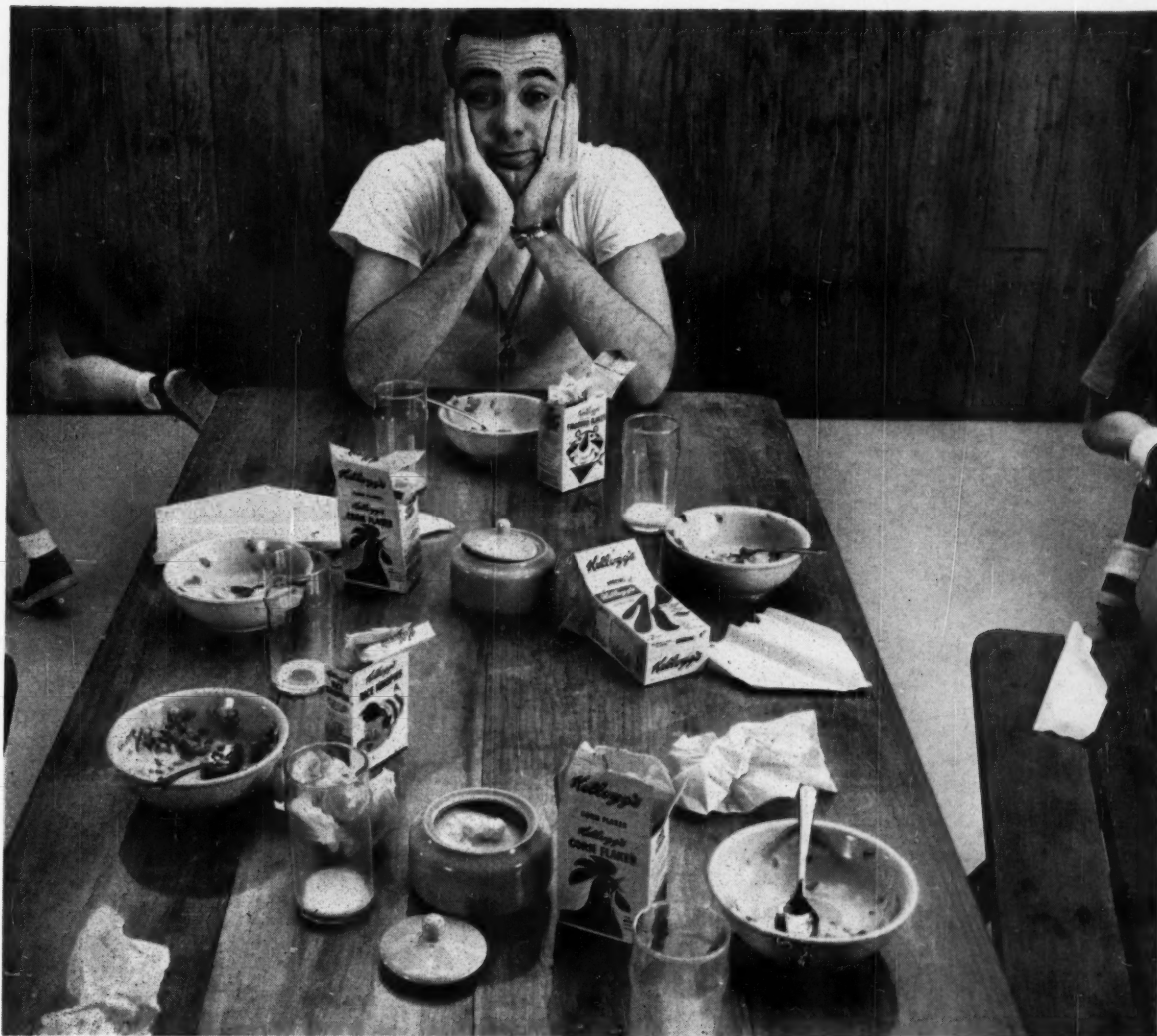
Seek the Woods

When the mind is tired or the soul disquieted, go to the woods, fill your lungs with the rain-washed and sun-cleansed air, fill your heart with the beauty of tree, flower, crystal and gem; fill your mind with the truth that underlies all science, all philosophy, all religion, and fill your soul with the goodness that gives meaning, hope and joy to life—a goodness that will not permit even a sparrow to fall to earth without notice and sympathetic concern.

Wonder is the beginning of worship, so stop with bared head before a flower in a crannied wall and say with Tennyson,

"Little flower—if I could understand
What you are, root and all, and all in all,
I should know what God and man is."

—Mr. Johnson is Director of Camp Sequoyah, Weaver-ville, N. C.



More camps run out of *Kellogg's* than any other cereals *(America's favorites, that's why)*

Serve the cereals your campers like best, the ones they eat at home. Let them choose their favorites from an assortment of twelve Kellogg individual packages.

Kellogg individuals save you serving time, let you figure the cost on each portion. And they come packed in the famous Kel-Bowl-Pac which can be used as a bowl—great for camping trips or to save messhall clean-up time.

FREE

Post Cards and Food Service Memos

Ask your Kellogg salesman for free picture post cards your campers can send home. Get free Kellogg Food Service Memos from him, too. They're a wonderful aid in menu planning.



The best to you each morning—America's best-liked cereals *Kellogg's* of Battle Creek



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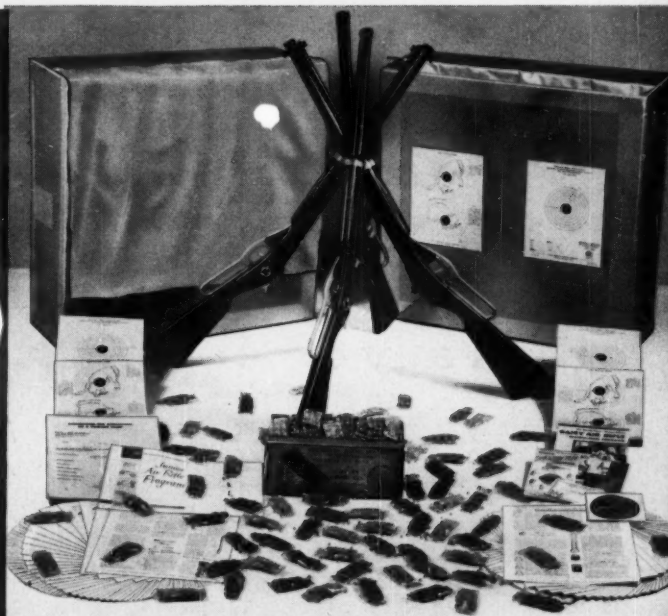


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- (1) No. 500 Case Daisy BB Shot (12,800 rounds)
- (100) No. 10 Instruction Sheets (1 for each camper)
- (200) No. 78-A Official NRA Air Rifle Targets
- (200) No. 78-B Practice Targets (400 bulls)
- (2) No. 13 Range Backstops (portable, self-standing corrugated with canvas backstop)
- (1) Rifle Instructors Packet

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FREE GUN REPAIR SERVICE

Only Daisy offers camps free annual gun inspection and repair service. Camps like it—we've done it for years!



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- ☐ FREE GUN REPAIR SERVICE: send details.
- ☐ COMPLETE RANGE EQUIPMENT: I enclose \$34.95. Send equipment (shown in ad) PREPAID.

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